



Background for a language policy for the University of Copenhagen

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Preface

The University of Copenhagen has a need for a language policy that promotes a parallel-language work and study environment with fewer language barriers for both staff and students. The aim is to support the University's core activities, both nationally and internationally, and to attract and retain talent.¹

In this light, the University Board launched the 2023 strategy project 'UCPH language policy' in 2018² with the purpose to provide:

- Principles for language use at UCPH as a workplace
- Principles for language use in the context of teaching and programme offering that will contribute to preparing UCPH graduates for a global job market.

The aim is a diverse working environment with fewer language barriers, where all employees have equal access to information, knowledge and influence, and where relevant academic fields are enhanced by relevant languages.

Therefore, the policy must define:

- Common practices and expectations for the use of Danish and English internally at UCPH to help overcome language barriers.
- Guiding principles for which programmes and courses are offered in Danish and English as well as principles for the integration of language in academic fields where relevant.

One of the key aims of the policy is to clarify and operationalise the existing principle of parallel language use³ and continue to implement it in all parts of the organisation. How this is done depends on local conditions, but it is increasingly necessary that the implementation of the parallel language principle is supported in terms of education and teaching as well as in administrative matters.

Organisation

The project has consisted of a steering group with former dean John Renner Hansen as chair and two working groups chaired by, respectively, head of department Birgit Nørrung and associate dean

¹ This is set out in the University's strategy 2023 *Talent and collaboration*.

² The 2023 project 'UCPH language policy' was decided by the Board in June 2018.

³ How the principle of parallel language use plays out at the University of Copenhagen is described for administration and teaching/research in the Employee Guide on KUnet and on the CIP website (https://cip.ku.dk/english/about_cip/about_parallel_language_use/).

Jens Erik Mogensen. The working groups have had ‘language and employees’ and ‘language and education’ as their respective focus areas.

The working groups has been tasked with providing recommendations within their respective areas to the steering group, and then the steering group has developed the language policy and a strategic action plan, see pages 20-23. The working groups were active from March to December 2019, while the steering group has been working from March 2019 to May 2020. 15 meetings have been held during the project, including two workshops in March and November 2019.

A reference group of international academic staff (VIP) was appointed in relation to the working groups. The reference group met in September 2019 and February 2020.

Please see Appendix 5 for the composition of these groups.

Ties to other 2023 projects

The ‘UCPH language policy’ project ties in with a number of other 2023 projects. On the employee side it concerns 'Equal treatment and diversity' and the project of recognising excellent teaching under the VIP career development programme. In addition, the language policy can be an important element in ‘research-integrating activities’ and in ‘a coherent university for students’.

- John Renner Hansen

November 2020

Motivation

Language expresses cognition, exploration, explanation, questions, friendship, humour, criticism, culture, history and the present day. Language and thought are inextricably linked. To develop, maintain, exchange and foster new thoughts and ideas are among the universities' tasks. This is why strong language skills are essential.

At the same time, students must acquire international skills and qualifications in order to get on in both a national and a global job and knowledge market, just as employees must be able to further enhance their international skills. Students and staff must also be able to communicate with each other internally, to work in both a Danish and an international university context and to represent the University in the public sphere. For this reason, students and staff at all levels must be good language users and have the opportunity to develop their language skills.

In a Danish context, this means that Danish skills are key, while English is often used as a common language among peers. The use of other languages will also be relevant in many contexts.

In order to ensure that the University has the best possible conditions for undertaking its task as an internationally oriented university anchored in a Danish context, it is necessary to provide a framework for which languages are used at the university, why, when and how. The purpose of the language policy is to lay down the overall principles for this.

The language policy is designed to enable the University of Copenhagen to maintain and develop its role as a strong knowledge and social institution with national and international impact. The language policy is intended to promote a good learning environment and a good workplace for all students and staff at the University – regardless of language and cultural background.

The aim of the language policy is not to choose between languages, for example between Danish and English. Rather, it is to set out general principles that can be implemented in a differentiated manner at faculties, departments, centres and on programmes, making it possible to expand the use of languages both for the individual and for the institution as a whole.

Background

The University of Copenhagen has worked with the principle of parallel language use since the University's first strategy, *Destination 2012*, and the accompanying action plan.

Two of the central milestones under *UCPH's strategic action plan – 2008-2012* were the establishment in 2008 of the shared HR unit *International Staff Mobility (ISM)* and the *Centre for Internationalisation and Parallel Language Use (CIP)*. Where ISM has undertaken the task of recruiting and retaining international researchers, CIP has supported parallel language use via, among other things, describing the linguistic state of affairs broadly at the university, certification of lecturers and tailored courses for staff and students.

Furthermore, Senior Management (LT) appointed a working group in 2013 to deal with English as an administrative language, which resulted in the action plan *Targeted parallel language use*. Following the action plan, a language unit was established in the central administration to work with translation of administrative texts, guidelines, internal communication and translation tools.

The University maintained its focus on parallel language use and language in the subsequent strategies (*Strategy 2016* and *Talent and collaboration - Strategy 2023*) as well as through *the strategic language initiative 2013-2018*. The Danish Government's foreign language strategy from 2017 includes a recommendation for all educational institutions to draw up a language policy.

Thanks to this systematic work on the strategic objectives for parallel language use, the University of Copenhagen has a solid foundation to build on in the implementation of the new language policy. This is true in relation to both core activities (education, research, societal impact), administration and communication.

What is parallel language use at UCPH?

The concept of parallel language use has, in different versions and under slightly different designations, been incorporated in many of the language policies developed at Nordic universities since 2000 and in the Nordic language declaration from 2006. In this context, parallel language use denotes a situation in which two languages are used side by side within a given academic or social domain, without one language being subordinate or marginalised in relation to the other. At Danish universities, it must be possible to use both Danish and English for a number of activities, but this does not mean that all of the university's activities should be undertaken in two languages.

At UCPH, the concept first appeared in *Destination 2012* from 2007. It referred in particular to research and teaching, the linguistic aspects of which the newly established Centre for Internationalisation and Parallel language use was also tasked with supporting. Later strategies

added internal and external communication as focus areas, and thus also the needs of the administration and the rest of the organisation for parallel language use.

In 2014, the principle of parallel language use in relation to internal and external communication was endorsed by Senior Management/LT with the following definition: "Communication at/from the University should take place in the language (Danish/English), which is the most relevant in the given situation". This means that there must be a local assessment in relation to the choice of language, and this assessment must be made on the basis of what is relevant and appropriate in the situation.

Status of the implementation of the principle of parallel language use

When Senior Management endorsed the principle of parallel language use, they also decided that all key information from the central part of the University (the Rectorate and the central administration) and from the faculties, which is relevant for all employees and/or all students at UCPH, or the faculty concerned, should be available in both Danish and English. This also applies to collaboration committees and other formal bodies.

Communication takes place in parallel in Danish and English in situations where the audience is broad or its preferred language is unknown, and when the communication has an impact on:

- Employees' possibility to carry out their tasks effectively.
- Employees' possibility to influence their workplace.
- Employees' rights and obligations in relation to their conditions of employment.
- The social integration in the workplace.

Departments and centres can choose whether to make Danish or English their primary administrative language.

In a number of surveys⁴, staff and students at UCPH have been asked about how they experience the parallel language use at UCPH, and whether there are any special language needs for their work or studies. The answers show that many employees (both TAP and VIP) need support in the form of

⁴ The HK Survey (2010) is available as an appendix to 'Recommendations for the use of English as an administrative language' (2013). Lecturers' English: Henriksen, Birgit et al. (2019): English Medium Instruction in Multilingual and Multicultural Universities. Jensen, Christian et al. (2009): How lecturers see English as a language of instruction, CIP. International employees' Danish: Lønsman, Dorte & Kirilova, Marta (2020): Danish – The key to work? Nordand. Frederiksen, Karen-Margrete (2013): To find one's voice in Danish. Jürna, Merike (2014): Linguistic realities at the University of Copenhagen. Students' language needs: [CIP website](#). Nissen, Camilla Falk Rønne & Ulriksen, Lars (2016): What happens to the learning outcome when the language of instruction is changed?

tailored courses, but also that changes in the composition of staff in several places pose a language challenge to the usual collaboration and meeting forms, and highlight new questions relating to establishing a common workplace culture. In 2017, UCPH Communication conducted a small-scale survey of how international VIP staff experienced parallel language use at UCPH. The survey showed that almost half of them did not feel included at UCPH as a workplace because of language barriers. The results of the survey have not been published, but UCPH Communication can be contacted for more information. In addition, conversations in connection with the 2023 project have revealed considerable uncertainty about the implementation of the principle of parallel language use. Many find it difficult to conclude from the general principle to their own concrete situation.

For academic staff as teachers, the language issues first and foremost concern the language of instruction and examination, but also the quality of teaching and specific terminology. For the students, it is very much about study techniques and writing assignments in relation to the choice of language (Danish or English), but also about the possibility of language preparation for staying abroad, or in some other way mould the programme in a direction where certain language choices are attractive due to the possibility of fieldwork, access to source material or internships.

The 2023 project ‘UCPH Language Policy’

The committee work in this project has made it clear that there is a need to unfold the principle of parallel language use in order to make it clearer how it can be done in practice.

UCPH has, of course, also changed since *Destination 2012*. First and foremost, the University now employs many more international academic staff members (VIP). As of 1 January 2020, international VIP, including PhD students, make up 39 per cent of academic staff (see Appendix 1). However, the distribution of Danish and international employees vary a great deal across the University. Some departments and centres at SUND and Science have a large proportion of international VIP (see Appendix 1).

Finally, UCPH has more English-language programmes and English-language courses, also at BA level. In recent years, the number of English-language master's degree programmes has been approx. 55 (or 50 percent), while the number of English-language courses per semester is approx. 500. In the coming years, the University will probably develop new English-language master's degree programmes, for example with partners in the 4EU+ alliance. So language in relation to teaching has become an increasingly important theme. This often raises the question of the teaching and learning consequences of the increased linguistic and cultural diversity among students (internationally often referred to as 'the International classroom'), including the need for teaching academic Danish with a view to retaining international students in Denmark.

In 2008, parallel language use was primarily a principle that was developed in relation to teachers' and other employees' English language skills. At the time, much of the teaching was based on

Danish as the language of instruction and English as the textbook language, while other teaching was either entirely in English or in Danish, and with widely varying follow-up on the consequences of this for the quality of the teaching. The former Faculty of Life Sciences (then KVL) decided, for example, to ensure the quality of its English-language teaching by having all lecturers' English skills certified.

Later, the focus was on students' English-language skills for study purposes and, in a third round, also on the importance of Danish language skills when teaching in Danish. Likewise, the administrative, managerial, social and collegial contexts for a language policy were added later.

The 2023 project 'UCPH language policy' has highlighted the need to ensure that parallel language use is operationalised within an administrative context and to further unfold parallel language use in teaching in order to accommodate the language challenges that result from the increased internationalisation.

The following describes the principles for a language policy that is relevant to the university as a workplace and an educational institution. Language choices in connection with research publications (research articles and dissertations) or dissemination/outreach are generally not covered by these principles. The principles that the steering group has arrived at should be seen in the light of the need to specify and implement these at faculty and department level. Text boxes with useful examples from UCPH or other organisations as well as suggestions for how to implement the principles are added after each principle. The proposed principles and recommendations should be forward-looking, meaning that the expectations will apply from when the language policy takes effect.

Principles

LANGUAGE AND EMPLOYEES

There are major differences in language use across UCPH. Quite a few departments use English as their working language, but a majority of the departments still have Danish as their working language with frequent and extensive translation activity.

1. Employees' English-language skills

Based on the internationalisation objective in Strategy 2023, it is required that all employees have the necessary English-language skills in order to perform their job. At the same time, it is important that everyone is able to participate in the social life of the workplace and is not excluded due to insufficient language skills. See Appendix 4 for guidance on language skills.

Principles

1.1 All employees at UCPH must have English-language skills that match the level of English that is necessary to perform their job and to participate in general work-related activities. Paid English-language courses must be offered by the department/unit where necessary.

1.2 When recruiting new employees, the expectation of English-language proficiency must always be clearly stated in the job advert.

1.3 The PhD schools must establish common requirements across UCPH for international PhD students' English-language skills. These skills must be obtained before starting the PhD.

1.4 All employees must, to the extent necessary, be aware of the tools that support UCPH as a parallel-language workplace (KU translate, KULEX, Memsource, meeting templates in Danish/English, etc.) and other necessary language support.

Examples of English classes for technical and administrative staff and certification of lecturers

The Centre for Internationalisation and Parallel Language Use (CIP) offers **work-related** English courses for specific TAP groups, for example animal keepers, office trainees or finance staff. The language content of the course is tailored to the needs and wishes of the employee group, and focus can therefore be on special terminology, writing emails or on conversations in the laboratory. In addition, it is possible to participate in a workshop about English at meetings, with focus on presenting an argument, comments to others and strategies for checking mutual understanding among the participants.

TOEPAS certification for English teaching was designed in 2008 for lecturers at the former Faculty of Life Sciences and the special Masters of Excellence, where documented English skills were a prerequisite for receiving financial support. Later, TOEPAS has been used in several other academic environments at UCPH and RUC, including, for

example, the group of educational consultants at SOCIAL SCIENCES in 2017. Teaching staff at UCPH who need to have their English skills certified and receive formative feedback can ask CIP for a TOEPAS certification.

2. International employees' Danish-language skills

The goal is that all employees feel well-integrated and thrive at their workplace according to the Strategy 2023 objectives for a coherent university and for retaining talent.

To ensure that this also applies to international academic staff, it is important that they are able to communicate with other VIP staff, with technical and administrative staff and with students, and that as many as possible can contribute to the programmes at both BA and Master's level and to the development of the programmes in different forums, such as study boards, teaching committees, etc. All academic staff should be able to contribute to the dissemination of research results to authorities, politicians, citizens, etc. and, thereby, to creating value for society at large. See Appendix 4 for guidance on language skills.

Principles

2.1 In general, it is expected that tenure-track assistant professors, associate professors and professors are able to contribute to teaching in Danish after 3-6 years, including grading and supervising students – at a level of skills that corresponds to the teaching they are to undertake.

2.2 The relevant manager must communicate the expectations for employees set out in 2.1 in job adverts and at job interviews and during the first years of employment, and look into their need for support in order to meet the expectation.⁵

2.3 International tenure-track assistant professors, associate professors, professors, managers as well as permanent technical and administrative staff are to be offered paid, targeted Danish-language courses, preferably on campus. This offer must be clearly articulated during the job interview. It is necessary that management allows for devoting the necessary time during working hours for taking Danish-language courses. This may, for a period of time, replace other duties, for example teaching.

⁵ Important websites, such as ISM's website, information pages for new employees and the Management portal's onboarding checklist, are updated with information about useful resources and guidance for language teaching for new employees.

2.4 In relevant cases, international staff in fixed-term positions must be encouraged to learn Danish with regard to improving their career opportunities in Denmark and enhancing their integration at the workplace and in Danish society. Thus, the department/faculty should also offer Danish-language courses to fixed-term staff members and PhD students.

Examples of Danish classes at departments

Several departments at UCPH pay for or arrange Danish classes for small groups or individuals. For international researchers it is an incentive that the teaching is aimed at their target group, takes place in small groups at the workplace and is arranged to fit with their schedule. Here are some examples:

Niels Bohr Institute (NBI): NBI has a contract with CIP, who offers regular small Danish classes at NBI to their permanent VIP staff. For example, classes at three different levels once a week with 2 x 45 minutes over a period of 5-10 weeks. The classes are often during working hours, and the timing is planned in collaboration with the researchers who want to attend. The researchers feel a certain commitment because they are asked if they want to participate, and because the institute pays for the classes.

Department of Mathematical Sciences (MATH): MATH collaborates with Clavis Language Centre to offer Danish classes at the department for new employees and beginners of at least 10 people. When MATH has found the participants, the teacher from Clavis and the participants schedule an appropriate time and MATH books a room. The disadvantage is that Clavis discontinues the classes if the number of participants falls below 10.

MATH also offers a customised, intensive Danish course via CIP to its faculty VIP staff in small groups of approx. four people with 16 hours of teaching in four days.

Department of Media, Cognition and Communication, MEF (now KOM): MEF made an agreement with CIP for **one-on-one** Danish classes for an associate professor of philosophy. The classes were based on the associate professor's teaching material with an oral review of PowerPoint slides in Danish. Similar courses have been held at, for example, LAW, the Department of ENGEROM and the Department of TORS.

Examples of informal language training

Several departments offer informal language training to international employees so they can practice their everyday Danish. These initiatives are intended as a supplement to the formal Danish classes.

1. DanStem speaks Danish today

International researchers meet every other Wednesday afternoon during working hours. The topic of their conversations is set beforehand. One of the sessions was at the National Gallery, where participants could walk about and talk in Danish about the art on display.

2. Danish lunch at the Department of Food and Resource Economics (IFRO)

Every Thursday at IFRO, they have a 45-minute Danish lunch. The event is announced via info screens the day before and on the day or sometimes by email.

Those who attend can talk about anything they like, ask questions about language or talk to each other about the topic of the day. At the request of those with the least vocabulary in Danish, there is often a 'topic of the day' with questions to open the conversation and a short glossary (fast and easy to make via KULEX etc., topics include teaching, research applications, meetings, working environment). In addition, there is always a bowl of questions you can draw from to

start talking. Notepads and pens are available so participants can spell the words. Employees from the administration participate in the conversations and help with challenges.

The Department of Neuroscience is also about to start a Danish Lunch.

3. Peer-to-peer language help

In order to have the opportunity to speak Danish in everyday life, it is important to have colleagues' understanding and attention. Colleagues can, for example, volunteer as a 'language buddy', which is someone who is open to help with language questions and who is aware of including the international employee in Danish-language conversations. At DIKU, they have badges saying: *Jeg taler dansk*.

CIP has also prepared [two sets of practical advice](#) for both the employee who wants to learn Danish and the colleague who wants to help.

3. Involvement and meetings

No employees, whether Danish or international, must feel excluded or marginalised in relation to participating in university life, receiving information or seeking influence on decisions in committees and forums. A key prerequisite is to consider language choices in writing and in speech as well as at meetings and in general communication.

Principles

3.1 All employees must be given the opportunity to participate in councils, boards and committees. Efforts should be made to ensure a flexible approach to the use of language and the planning of meeting material, see examples in appendix 2.⁶

3.2 For all standing committees, each department/unit should agree on and write down clear procedures for language choice at meetings and in meeting material (to be updated when the composition of members changes). The individual committee chair is responsible for this.

3.3 At other meeting activities, seminars, department days, etc., the language of the meeting must be decided on and reasoned before the meeting, and the meeting language must be indicated on the meeting notice.

Local language policy at the Department of Communication

⁶In the collaboration and occupational health and safety committees, a member may demand that the meeting be conducted in Danish with appendices in Danish, see further details in appendix 3.

The Department of Communication has a locally adjusted language policy. The monthly departmental meetings are always in English, and the meeting language at section and centre meetings is agreed on from time to time as required. Presentations and meeting materials for meetings where the language of the meeting is Danish must be in English and, if vice versa, in Danish. The department's newsletter is in English. The Department generally works with a strong focus on parallel language use – but it can be difficult to understand exactly what it means.

International VIP are expected to be able to accept and mark written papers in Danish after 2-4 years. The department works with a flexible approach to the language of instruction, where it is more important for international employees to be able to read and understand Danish, while it is okay to speak in English.

Permanent international VIP receive paid Danish lessons from CIP as part of their working hours. International postdocs and PhDs are offered paid Danish courses from a language centre.

Challenges:

- Material from Shared HR and University Finance is only in Danish. The department spends many resources on translation.
- The ability to 'enforce' the language policy, such as Danish proficiency requirements, preferably via a binding overall UCPH language policy to refer to and rely on.
- Differences in international employees' motivation to learn Danish – how can we work with incentives?

4. Administrative services to support inclusion

The services and systems that are available at the University must support the functions and needs of an international place of work and study. Where relevant, material must be translated into English. However, this does not include, for example, course descriptions and curricula for Danish-language programmes.

Principles

4.1 To the extent possible, there should be an efficient, joint and coordinated translation of Danish administrative texts into English across the University. Translation must be carried out at the highest possible organisational level.

4.2 All major administrative IT systems with a broad internal target group must have Danish and English user interfaces just as internal auto or standard replies from shared mailboxes, etc. must be written in both Danish and English.

4.3 All relevant information, such as diplomas, internal web portals, information screens and signage must always be in both Danish and English.⁷

Example of how the use of English for administrative purposes is supported

UCPH employees have access to various language technology tools to facilitate the efforts to work with parallel language use in administrative areas such as HR, US, Finance, IT, management, communication, etc. The tools include KULex, a termbase/dictionary, and KU Translate, a machine translation service, both available on KUnet. Employees with frequent and specific translation needs can get a licence to and be trained in Memsources translation tool.

The use of language technology contributes to consistency and uniformity of how UCPH appears in English, just as it supports the efficient production of English-language material.

The departments in the Central Administration can have their documents and texts translated by the English Language Unit in order to make them available in Danish and English at the same time.

A specific example of parallel language use is the study information pages for each programme. In 2018, these pages were revised and redrafted, just as the Study information pages for English-language programmes were translated into English. The translation was based on a jointly established set of terminologies and templates across the faculties. These pages now appear identical in Danish and English.

5. An international workplace culture

The research and teaching conducted at a university are inherently international, which is why the workplace is already embedded in an international workplace culture at most departments. The University's work environment comes into being in the encounter between employees of very different backgrounds. Cultural awareness is much more than language, but also necessarily a sub element of a language policy. An open international culture is crucial for making UCPH more attractive to talents from all over the world. The University's work environment comes into being in the encounter between employees of very different backgrounds.

Principles

5.1 The HR administration should prepare information about the cultural aspects of working at UCPH to be communicated through welcome packages, introductory courses, idea catalogues etc.

⁷ The language of the Study information pages follows the language in which the programme is taught.

5.2 All new UCPH managers must be equipped to develop the international environment, for example through a leadership programme in diversity management.

Workshops, events and other initiatives on cross-cultural collaboration at UCPH

Hiring international employees may give rise to special opportunities and challenges. To support both Danish and international staff members, ISM organises cultural encounters and workshops on cross-cultural collaboration, intercultural communication, Danish workplace culture etc. For example:

- ‘Intercultural Communication’ course via the UCPH course catalogue (twice a year)
- Module on intercultural collaboration across UCPH via the LUKU leadership programme (so far held nine times)
- Customised cultural workshops and cultural presentations across UCPH to staff seminars, Group Performance Development Reviews or theme weeks (approx. six times a year)
- For an HSU seminar on internationalisation in 2015, ISM prepared a leaflet aimed at international staff to help them along in the beginning of their employment in Denmark, at UCPH and at their department. The leaflet is available in [Danish](#) and [English](#).
- In 2020, ISM prepared a brochure about working in an international workplace: ‘A practical inspirational guide to navigate across working cultures at UCPH’. The brochure is aimed at both Danish and international employees and covers topics such as meeting culture, feedback and management.

6. Management task

The management task at all levels of UCPH should include a greater degree of responsibility for language and culture adjustment to ensure that the organisation sees language as a theme. Language choices and needs must be addressed in situations where it is relevant, and where it would otherwise risk causing friction and frustration, for example in teaching, administrative contexts and between peers. The keywords are inclusiveness, flexibility and focus on being able to make the right language resources available for attending meetings, teaching, translation, etc. In addition, UCPH would like to see international employees contribute more to the management task.

Principles

6.1 Management at all levels must take the initiative to regularly put language on the agenda and, for example, discuss how language-related issues are connected with internationalisation, recruitment, working environment and the quality of education.

6.2 The relevant manager is responsible for setting out specific requirements and expectations for the working language in a given situation, including ensuring that lecturers have the necessary language skills.

6.3 UCPH wants to attract the best managers, such as research centre directors and research group leaders, through active recruitment, introductory programmes and (International) Leadership development programmes (LUKU). Employees with an

international background must be able to contribute to the management task, also before they master Danish.

Intensive language training early in the job

Several participants in the reference group for international employees have mentioned intensive language training early in the job as an excellent idea. This will give the new employee a boost and a quick, basic understanding of Danish, which will help to navigate at UCPH and in everyday life in Denmark – and promote integration. Another argument is that it will help break the potential vicious circle for the international researcher of not using Danish, because you don't speak it and therefore never start to learn it. Several members of the reference group have highlighted examples of intensive language training from other countries.

LANGUAGE AND EDUCATION

It is crucial that the University makes deliberate choices about language use in relation to teaching and the language challenges that may arise in the classroom. This can be based on the language proficiency of both lecturers and students, as well as the quality and effectiveness of the teaching and the rules of language choice for examinations and exams may play a part. Finally, there may be specific academic reasons to choose Danish or English, just as staff considerations are an element in the choice of language. Students should be given the necessary language support just as the principle of parallel language use in the classroom should be kept in focus. This can be implemented through pedagogic courses on parallel language teaching and teaching in the international classroom. Ten years ago, UCPH decided on a principle not to offer BA programmes in English, but this should be re-evaluated.

7. Students' English-language skills

Even though many Danish students are proficient in English, there are those who with their skills from upper-secondary school and a Danish-language BA degree do not master English at a level where they can fully benefit from English-language teaching at master's level without language support. In addition, far from all international students master English to a sufficient extent to participate in more linguistically demanding classes and, for example, an oral exam. Therefore, it is necessary to focus on all students' English-language skills on all programmes, also at BA level.

Principles

7.1 The development of language skills must be supported on all programmes where students need to be able to read texts in English. This can, for example, be done by focusing on academic reading early on in the programme and by lecturers and students working with key course-specific

terminology in both English and Danish. Learning goals in this area must be included in relevant curricula.

7.2 On programmes where English is often used as working language on the job market, students must, as early as possible on the programme, be taught in English and actively participate in such teaching. Students' use of English terms or written/oral presentation must be included in the assessment of their exam performance in the same way as the linguistic performance is in Danish-language contexts and exams.

7.3 Supporting activities in academic English and subject-specific terminology must be integrated via the usual teaching activities on programmes where students are expected to speak in English and write papers in English. This may include language training and specification of terminology rather than actual English classes.

7.4 On some language programmes, other languages than English are more important for the job functions students are trained for. In such cases, teaching should focus on the relevant language.

Intensive language training for students

Example from Montreal, Canada: Concordia University organises different French courses for students where they earn credits towards their degree. The intensive courses consist of 12 hours of teaching a week, with three hours four days a week.

Students across UCPH can take **English for Academic Purposes** as a one-semester elective or one-off course. The course was originally aimed at exchange students, but is now open to all students at UCPH. The courses are offered in three varieties: oral presentation techniques (7.5 ECTS), written academic English (7.5 ECTS) and both oral and written academic English (15 ECTS).

The strategic language initiative saw the development of several local courses on reading academic literature or handling written communication in English. At **Medicine** a reading course was combined with methodology classes in connection with the BA project, while courses on both **Biochemistry** and **Economics** were intended to support BA students' written academic communication in parallel languages (English and Danish) within an existing compulsory course.

8. Maintaining Danish as an academic language

UCPH is an internationally oriented university anchored in a Danish context and aimed at both the Danish and global job markets for our graduates. UCPH also has an obligation to contribute to maintaining Danish as a fully functional language within the academic fields in which UCPH teaches and does research. This means, among other things, that there must be programmes in both Danish and English, and that research results must be communicated in both languages. So there is every reason to focus on students' academic English and Danish and with course-specific teaching

in both languages.

Principles

8.1 Training in academic Danish must be integrated in courses on all BA programmes taught in Danish.

8.2 The study and programme administration must ensure that all international full-degree master's students receive information about the offer of Danish classes with a view to retaining them in Denmark.

8.3 International exchange students who study a master's programme taught in English are not expected to work with subject-specific terminology in Danish.

Academic Danish

Several departments (**Pharmacology, IT and Health, TORS** and others) have developed special courses in the past five years to support students' academic language proficiency in Danish in order to improve academic outcomes and, in particular, to improve students' written communication.

Language as an added skill

A project related to language as an added skill (language outside of proper language programmes) includes a number of programmes at **Food and Resource Economics**. Here, they focus on developing Danish classes for international master's degree students who wish to do an internship in a Danish company or institution or otherwise pave the way to the Danish job market.

9. English-language courses and full programmes

The University's intake of international students is laid down by the Ministry of Higher Education and Science and is therefore limited. The language policy expresses the University's long-term ambition to increase the internationalisation of the degree programmes. UCPH should offer BA programmes in English in order to attract more talent, fill a need for internationally based programmes and make better use of international lecturers' teaching capabilities. Furthermore, UCPH should, to the extent possible, make use of the possibility that half of the teaching on accredited, Danish-language programmes can be carried out in English.

Principles

9.1 UCPH aims to offer BA programmes taught in English where relevant.

9.2 The faculties should regularly consider English, completely or partially, as the language of instruction on Danish-language programmes, both at bachelor and master's level. Focal points should be students' completion rate, global job market opportunities, using international academic staff for teaching and attracting international student talent.

Pedagogical support for the transition from Danish to English

In order to support the transition to teaching in English, a number of lecturers across UCPH have participated in the skills-enhancing course 'Improve your teaching in English'.

Some programmes have held short workshops or SPOT events (at SCIENCE) for teachers and students on reading strategies and oral and written language proficiency both in an academic context and as a study technique. Finally, special workshops have been held on oral English for exams and for writing theses in English.

10. Need for other languages than English/Danish

Internationalisation does not solely rely on English, but globally also on a diversity of relevant language skills. Several of the University's programmes at the so-called 'dry' faculties consider access to other languages than English and Danish as relevant study skills and/or as a prerequisite for a relevant course-specific choice of destination for staying abroad. It is therefore important that UCPH continues to allow students on these programmes the opportunity to develop their study-related language skills in languages other than English and Danish, as well as works to integrate relevant language skills in programmes.

Principles

10.1 The faculties should identify the need for internationalisation through a diversity of relevant language skills other than English.

10.2 The study boards should – to the extent relevant – strive to offer study-supporting and mobility-promoting language courses for students.

10.3 The study boards should work to integrate relevant language skills in their programmes.

UCPH courses in other languages than English/Danish

In connection with the 2016 project on internationalisation, **Theology** developed a course in German reading proficiency in connection with the second semester course on Church History 1.

The pilot projects under the strategic language initiative were either started or justified as a local thing, for example French for master's degree students at **Political Science** in connection with a course on diplomacy, or offered broadly at UCPH such as Spanish for fieldwork in Latin America.

Action Plan and implementation

The University of Copenhagen's language policy must function in the organisation through both managers and employees. It is important that the entire university endorse the issues. However, the responsibility for this should also be assigned more clearly to ensure that the policy is embedded in the organisation and can evolve from there.

Below are the steering group's suggestions for how management at UCPH can best assign a responsibility for the language policy to come alive in practice. It is up to management to implement these suggestions.

Some administrative units and leader groups should therefore be assigned a specific responsibility to implement concrete initiatives and principles:

Principle	Action
1.1 All employees at UCPH must have English-language skills that match the level of English that is necessary to perform their job and to participate in general work-related activities. Paid English-language courses must be offered by the department/unit where necessary.	<p>a. Managers in charge of holding Performance and development reviews, Manager Development Reviews and Group Performance Development Reviews must ensure that English language skills are discussed at these reviews. Shared HR must add the theme into the templates.</p> <p>b. See Appendix 4 for terminology to describe language skills in relation to job functions. CIP and private suppliers may offer English courses to both TAP and VIP staff.</p>
1.2 When recruiting new employees, the expectation of English-language proficiency must always be clearly stated in the job advert.	<p>a. Together with the HR centres, Shared HR is responsible for ensuring that job adverts always contain a description of the need for English language skills.</p> <p>b. See Appendix 4 for a descriptions of relevant English language levels.</p>
1.3 The PhD schools must establish common requirements across UCPH for international PhD students' English-language skills. These skills must be obtained before starting the PhD.	The PhD schools must ensure that the requirements are met.
1.4 All employees must, to the extent necessary, be aware of the tools that support UCPH as a parallel-language workplace (KU translate, KULex, Memsource, meeting	a. Managers are responsible for ensuring that new employees are introduced to the University's language technology tools.

templates in Danish/English, etc.) and other necessary language support.	b. FHR is responsible for ensuring that this is covered during the online/onboarding introduction of new employees.
2.1 In general, it is expected that tenure-track assistant professors, associate professors and professors are able to contribute to teaching in Danish after 3-6 years, including grading and supervising students – at a level of skills that corresponds to the teaching they are to undertake.	<p>a) The head of department must clarify the expectation to employees, both at job interviews, performance and development reviews and during the first years of employment, and look into their need for support in order to meet the expectation.</p> <p>b) See Appendix 4 for a description of Danish-language skills for teaching purposes. CIP and other language centres may offer targeted Danish courses.z</p>
2.2 The relevant manager must clarify the expectations set out in 2.1 for the employees in the job advert, at job interviews and during the first years of employment, and look into their need for support in order to meet the expectation.	<p>a) Shared HR and the HR centres are responsible for ensuring that job adverts always contain a description of the need for acquiring Danish language skills.</p> <p>b) Shared HR is responsible for ensuring that language is included as a topic in Performance and development reviews, Manager Development Reviews and Group Performance Development Reviews. Managers who hold Performance and development reviews must ensure that language skills are discussed.</p>
2.3 International tenure-track assistant professors, associate professors, professors, managers as well as permanent technical and administrative staff must be offered paid, targeted Danish-language courses, preferably on campus. [...] The management must allow that the necessary time for Danish-language courses is set aside during working hours. This may, for a period of time, replace other duties, for example teaching.	Heads of department/faculties are responsible for ensuring that international employees are aware of the options for language training. Shared HR is looking into the option of arranging paid Danish-language courses via the municipal offers in the course catalogue, however, it requires staff resources to administer the task.
2.4 Where appropriate, international employees with temporary employment are encouraged to learn Danish [...]. Thus, the department/faculty should also offer Danish-language courses to fixed-term staff members and PhD students.	Heads of department and heads of research groups are responsible, for example in connection with Performance and development reviews.

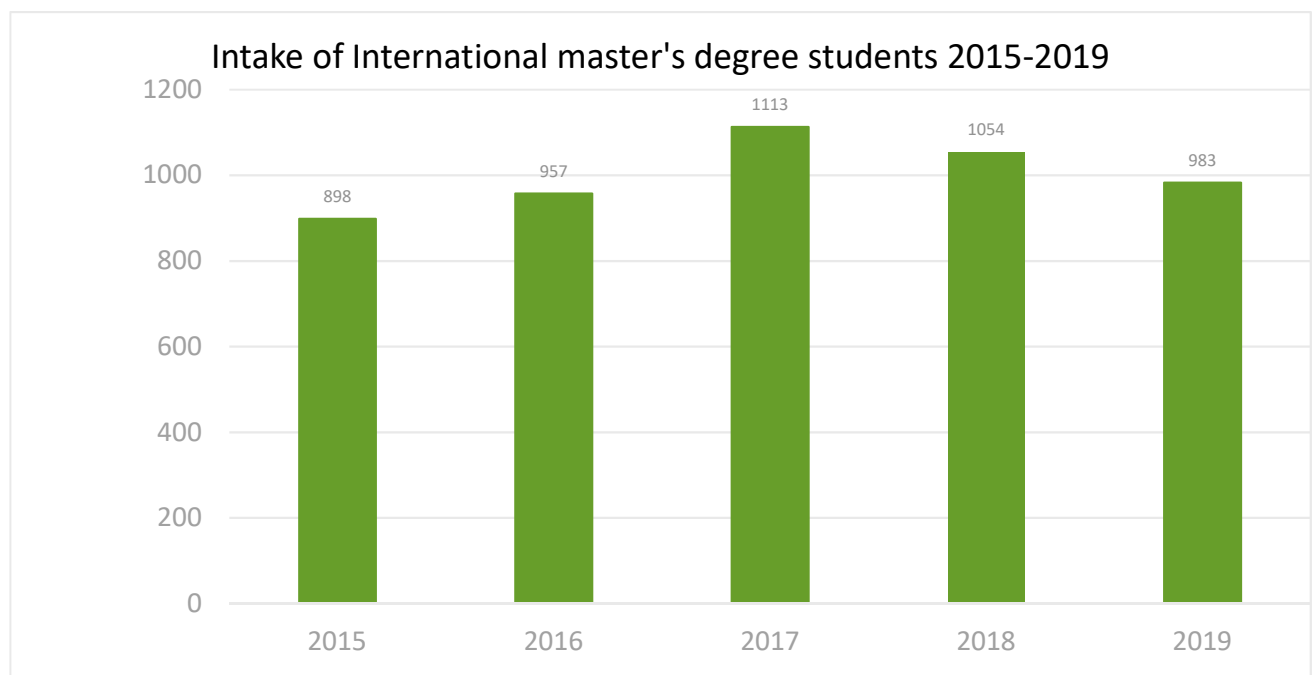
3.1 All employees must be given the opportunity to participate in councils, boards and committees. [...].	All managers assess how to work with Danish and English in a flexible manner, if possible in a combination of peer translation at meetings, etc., see Appendix 2 for examples.
3.2 For all standing committees, each department/unit should agree on and write down clear procedures for language choice at meetings [...]. The individual committee chair is responsible for this.	Department heads and centre directors
3.3 At other meeting activities, seminars, department days, etc., the language of the meeting must be decided on and reasoned before the meeting, and the meeting language must be indicated on the meeting notice.	All managers are responsible for ensuring that the language of meetings has been discussed, decided and clearly communicated.
4.1 To the extent possible, there should be an efficient, joint and coordinated translation of Danish administrative texts into English across the University. Translation must be carried out at the highest possible organisational level.	An impartial analysis will be made of the translation needs in the organisation, especially at faculty and department level, relating to communication, administrative texts, including study administration, as well as clarifying the division of responsibilities for translating administrative texts. The analysis can provide the basis for scaling, organising and streamlining a shared translation service at UCPH.
4.2 All major administrative IT systems with a broad internal target group must have Danish and English user interfaces just as internal auto or standard replies from shared mailboxes, etc. must be written in both Danish and English.	UCPH IT with the involvement of all system owners
4.3 All relevant information, such as diplomas, internal web portals, information screens and signage must always be in both Danish and English.	FA, US and communications departments at all faculties
5.1 The HR administration should prepare information about the cultural aspects of working at UCPH, such as welcome packages, introductory courses, idea catalogues etc.	ISM's existing initiatives are expanded. Shared HR will appoint a working group to look into how the University's core values can be introduced to new (international) employees in the best possible way.
5.2 All new UCPH managers must be equipped to develop the international environment, for example through a leadership programme in diversity management.	Shared HR and deans

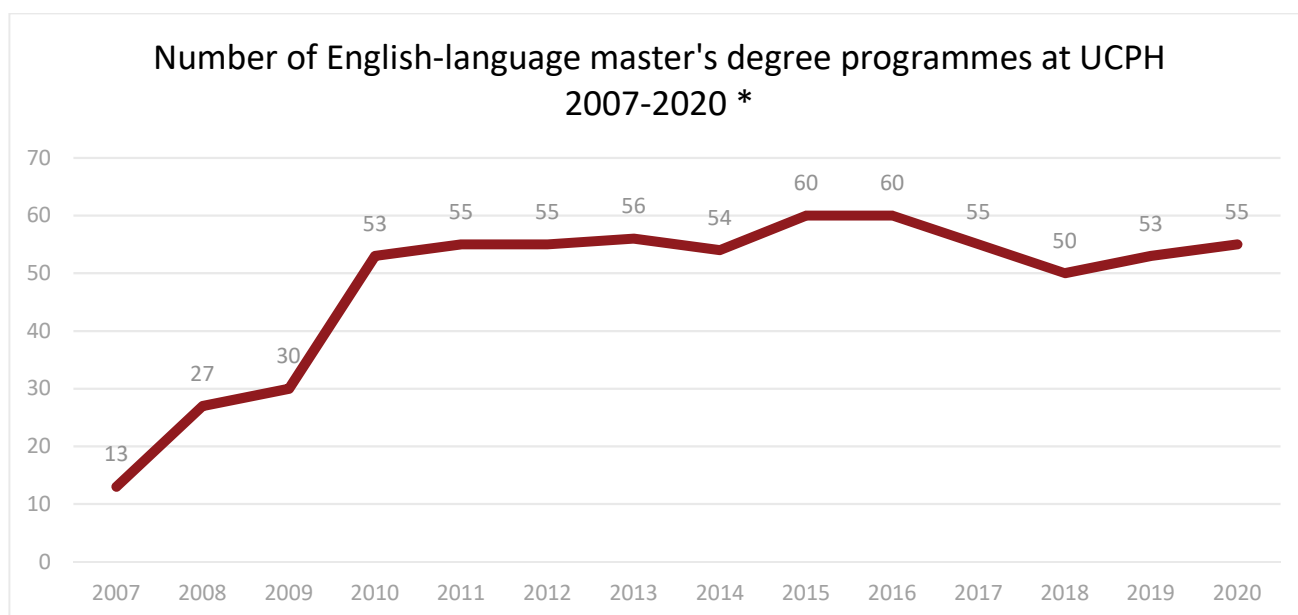
6.1 Management at all levels must take the initiative to regularly putting language on the agenda [...].	All managers
6.2 The relevant manager is responsible for setting out specific requirements and expectations for the working language in a given situation, including ensuring that lecturers have the necessary language skills.	Department heads, centre directors etc.
6.3 UCPH wants to attract the best managers, such as research centre directors and research group leaders, through active recruitment, introductory programmes and (International) Leadership development programmes (LUKU). Employees with an international background must be able to contribute to the management task, also before they master Danish.	Shared HR and deans
7.1 The development of language skills must be supported on all programmes where students need to be able to read texts in English. Where relevant, curricula must include learning goals for this aspect.	US facilitates that deaneries, head of studies/study board, deals with this task The pedagogical centres can offer courses on the importance of language for pedagogical planning, study environment and learning outcomes.
7.2 On programmes where English is often used as working language on the job market, students must, as early as possible on the programme, be taught in English and actively participate in such teaching [...].	The study Board is responsible for ensuring that English-language courses are offered at BA level to the relevant extent. This can be ensured by offering English-language course activities on BA level corresponding to minimum 15 ECTS, see recommendation under section 9.2. US initiates this in interaction with the deans.
7.3 Supporting activities in academic English and subject-specific terminology must be integrated via the usual teaching activities on programmes where students are expected to speak in English and write papers in English. [...]	Study Boards The pedagogical centres can offer courses on the importance of language for pedagogical planning, study environment and learning outcomes.
7.4 On some language programmes, other languages than English are more important for the job functions students are trained for. In such cases, teaching should focus on the relevant language.	No new actions.

8.1 Training in academic Danish must be integrated in courses on all BA programmes taught in Danish.	<p>Study boards. Education & Students and the deans initiate local discussions.</p> <p>The pedagogical centres can offer courses on the importance of language for pedagogical planning, study environment and learning outcomes.</p>
8.2 The study and programme administration must ensure that all international full-degree master's students receive information about the offer of Danish classes with a view to retaining them in Denmark.	US in collaboration with the faculties' study administrations
8.3 International exchange students who study a master's programme taught in English are not expected to work with subject-specific terminology in Danish.	No new actions.
9.1 UCPH aims to offer BA programmes taught in English where relevant.	The study boards/heads of studies/associate deans for education should consider likely BA programmes in English.
9.2 The faculties should regularly consider English, completely or partially, as the language of instruction on Danish-language programmes, both at bachelor and master's level.	The study board should consider whether the option to deliver half of the teaching in English on Danish-language programmes has been fully exploited.
10.1 The faculties should identify the need for internationalisation through a diversity of relevant language skills other than English.	<p>The four 'dry' faculties will establish a collaboration in order to determine language needs and a joint offering</p> <p>CIP can facilitate the process and contribute with needs analyses</p>
10.2 The study boards should – to the extent relevant – strive to offer study-supporting and mobility-promoting language courses for students.	Faculties in collaboration with study boards/heads of studies
10.3 The study boards should work to integrate relevant language skills in their programmes.	<p>Study boards and heads of studies</p> <p>CIP can facilitate the process and contribute with skills descriptions</p>

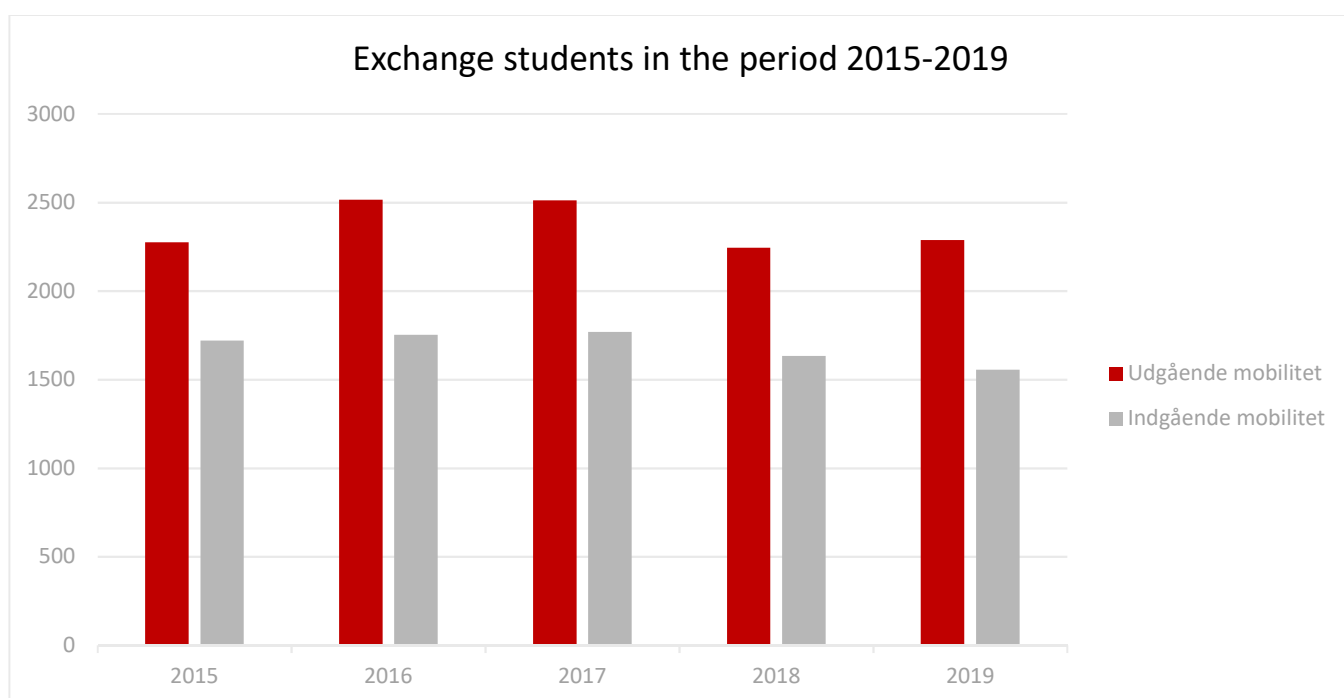
Appendix 1. Data on language and internationalisation

Data from Stads:

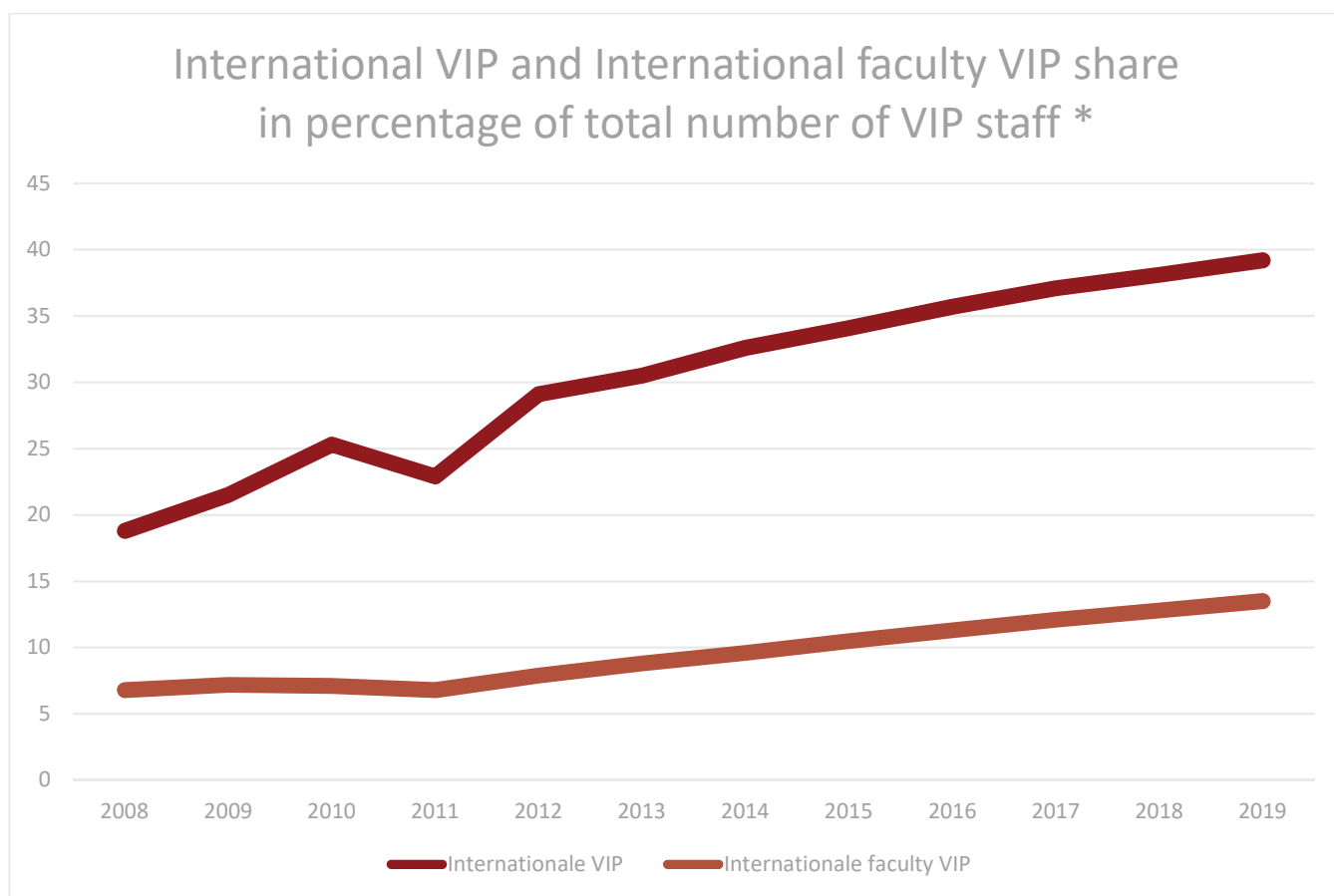




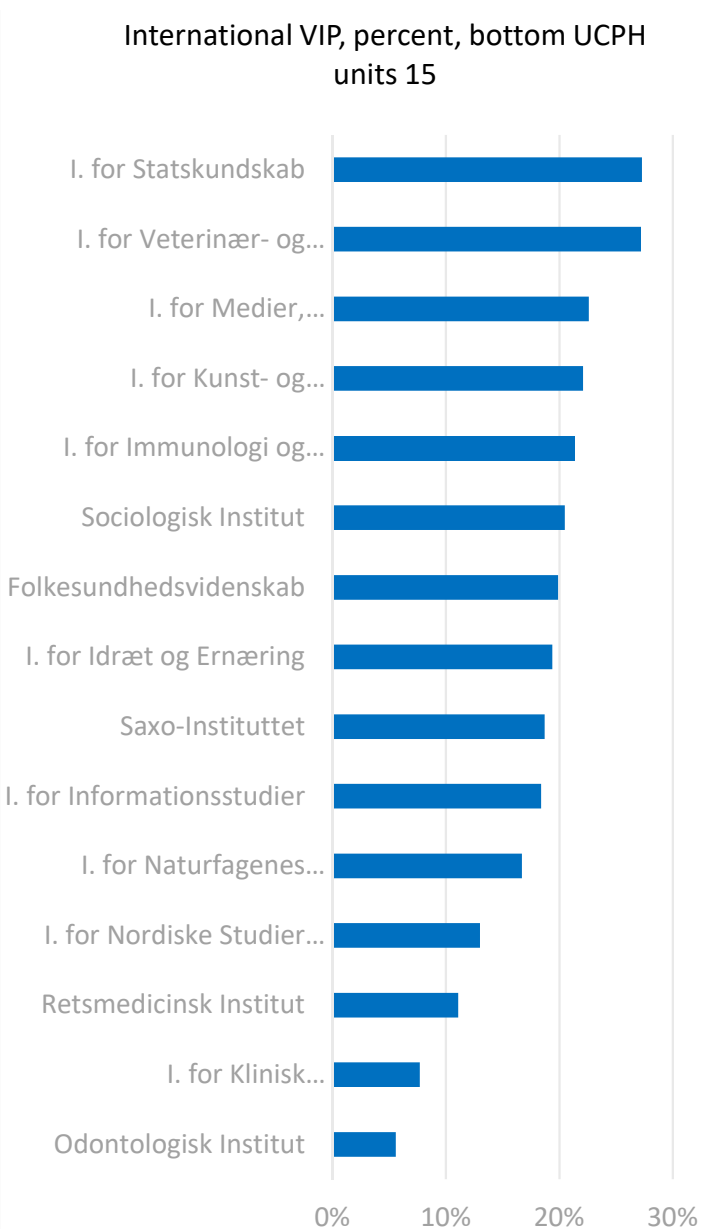
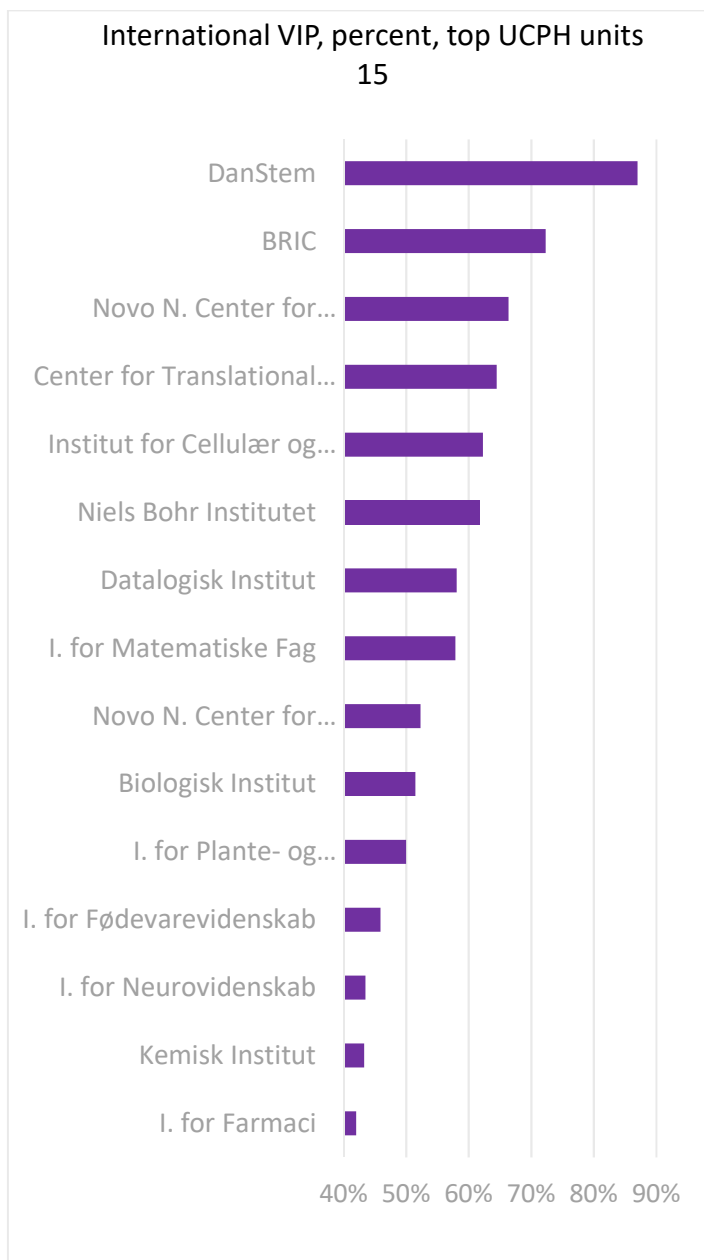
* UCPH also offers seven one-year master's programmes in English as further and continuing education



Data from Isola:



** VIP staff members are taken to mean: Professors, associate professors, assistant professor level (including postdocs) and PhD*



Appendix 2 Inspiration for holding meetings

Choice of meeting language must be transparent

Language use varies across the University's academic environments and cannot be determined once and for all. However, the choice of language is important for employees' opportunities to participate and for their feeling of social inclusion. Therefore, the choice of Danish, English or a third language should be openly addressed and decided upon before the start of each meeting. In addition to increasing participation, this will also make it possible to ask questions during the meeting about the importance of language for the topic of the meeting.

Receptive bilingualism

In many meetings, it would be appropriate to use more than one language to ensure the best possible understanding and participation. For example, there may be international employees who understand a lot of Danish but prefer to speak English, while some employees with a Danish background prefer to use the two languages in the opposite way.

It can also support the understanding if, for example, PowerPoints or appendices are in one language and the talking in another language. If, in preparation for the meeting, you ask for material from the participants, it is a good idea to do this by means of a bilingual padlet or a board somewhere at the workplace with room for post-its or the like in two languages, and where you can, for example, see to translation of some of the contributions.

Finally, it may be important for all participants' feeling of confidence when attending that it is clearly communicated by the meeting host that change of register and other forms of language blending are both foreseeable and acceptable.

Briefing and debriefing of meeting participants

In order to ensure that all employees, both Danish and international, can benefit from attending a meeting, the host can prepare participants for the content of the meeting by reviewing the agenda and any appendices before the meeting. Verbalising key concepts and contexts increases employees' opportunities to follow along and take part in the content of the meeting. A quick debriefing after the meeting can also be based on the link between language and content, for example with an English summary at the start of the minutes.

Another option to assist employees during a meeting is to have a co-worker do whispered interpretation during the meeting.

Appendix 3 Choice of language in collaboration committees

The following statement from the Collaboration secretariat together with the General Collaboration Committee/HSU minutes, concerns the choice of language (Danish/English) at meetings in collaboration committees at the University of Copenhagen. The statement from 2013 is indicative and not a guideline. It is not an area that is separately regulated by collective agreements or other contractual matters.

According to the minutes from a General Collaboration Committee (HSU) meeting in June 2014, the following was decided concerning English and Danish at meetings of collaboration committees (SU):

The committee in question decides whether meeting documents are prepared in Danish, English, or both, and whether meetings are held in Danish, English, or a mix of both languages. In the event of disagreement, the management at the relevant level must decide. For collaboration committee meetings an extra guideline is that they should be held in both Danish and English if just one member so wishes.

The collaboration committees work with consideration of statement from the Collaboration secretariat of 3 December 2013, where the Secretariat assesses that if there are collaboration committee members who do not wish to conduct all or part of a meeting in English, the meeting should be held in Danish.

If a member of an official body does not speak Danish to a level that allows him/her to participate in committee work, summaries of case presentations and minutes must be made available in English. If a Danish member does not speak English to a sufficient level, and committee work happens in English, summaries of case presentations and minutes must also be made available in Danish.

Statement from the Collaboration secretariat on 3 December 2013:

"It is the Collaboration secretariat's view that there must be a correlation between the form of the collaboration meeting and the purpose and framework indicated by the collaboration committee agreement.

This means that it is absolutely essential that not only is mutual information shared, but there is also a mutual discussion at the meetings with a view to developing the workplace and contemplating new ideas together. If both the employee and management sides of a collaboration committee assess

that having the meeting in English is fine, nothing will prevent this. But if there are collaboration committee members who do not wish to have an entire or part of a collaboration committee meeting in English, it is our assessment that the meeting should be held in Danish.

Appendix 4 Assessment of employees' English and Danish language skills

UCPH uses the European framework for describing language levels in order to determine the expectations of employees' command of English or Danish for work purposes. The framework has been prepared by the Council of Europe in an attempt to make linguistic levels comparable across languages and local contexts. The framework has been translated into the main European languages (including Danish) and is used in various contexts all over the world. See more at <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

The framework consists of descriptions of language ability (reading, writing, listening, speaking and interacting) on a six-point scale from A1 to C2 as well as a combined, overall competence description. In the Danish translation, the overall description is as follows:

The European Language Portfolio competency key

Common European Framework of Reference for Languages (CEFR)

Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. s. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situation
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Gains expectations

C1 level is required in order to be able to teach, and this applies to all languages, and thus also both English and Danish at UCPH. However, it may be possible to contribute to teaching and, in particular, to written supervision of students at the B2 level. It depends on the teaching form. It plays a role that modern university pedagogy attaches great importance to interactive and dialogue-based teaching. This form of teaching requires a good deal more of the lecturer's oral skills to interact than a traditional lecture. Different forms of examinations also require different things from the examiner.

When lecturers' English skills are assessed using the TOEPAS certification, English courses are recommended for lecturers in the lower part of the B2 level or below.

Expectations for technical/administrative staff

In the skills development of employees' English at the Centre for Internationalisation and Parallel Language Use experiences have been gathered about which levels on the scale the linguistic expectations associated with the work in question can be translated into. Here exemplified for lab technicians, attendants and administrative staff:

Lab technicians and attendants:

A2 – Simple communication associated with lab technicians' work (e.g. agreeing with researchers on placement and care of laboratory animals, sending emails about time and place) or attendants' work (explaining simple problems, writing signs of warning).

B1 – The most common communication associated with lab technicians' work (e.g. agreeing on the actions to be carried out in laboratory animals, writing emails about more complex matters related to laboratory animals) or attendant's work (explaining more complicated problems with buildings and areas, writing emails about more abstract issues, e.g. legislation and local rules).

Administrative staff:

B1 – Simpler communication associated with administration (e.g. writing short emails about familiar topics, answering specific questions, understanding instructions within a known context, reading simple texts).

B2 – More complex communication associated with administration (e.g. explaining more complicated procedures both orally and in writing, understanding more abstract instructions, reading more complex texts).

Expectations for all employees' workplace interaction

Depending on the familiarity of the topic and the degree of communicative support in the situation, employees must be at B1-B2 level in the language that is used for information, as well as for formal and informal meetings at the workplace. Those with an academic background will often be able to handle written information sooner than oral information.

Appendix 5 Participants in the language project

Steering group

Role	Name	Organisational unit
Chair	John Renner Hansen	Former dean, SCIENCE
Secretariat	Ida Andersen	HR, FA
Member	Birgit Nørrung	IVH, SUND
Member	Jens Erik Mogensen	Associate Dean for Education, HUM
Member	Anne Holmen	Professor, CIP, HUM
Member	Gitte Korsgaard	HR Manager, HUM, THEO, LAW and SOC.SCI.
Member	Anders Berg-Sørensen	Head of studies, Department of Political Science, SAMF
Member	Thomas Vils Pedersen	HSU - B side
Member	Ingrid Kryhlmand	HSU - B side
Member	Mike Gudbergsen	Student council representative
Member	Matt Denwood	SUND
Member	Jasper Steen Winkel	Director, KU KOM, FA

Working Group – language and employees

Role	Name	Organisational unit
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Chair	Birgit Nørrung	IVH, SUND
Secretariat	Ida Andersen	ISM, HR
Project group member	Janus Mortensen	CIP, HUM
Project group member	Tim Møller Jørgensen	Department administrator, ToRS
Project group member	Thomas Vils Pedersen	HSU - B side
Project group member	Joan Lykkeaa	HSU - B side
Project group member	Peter Flindt	Department administrator, SOC.SCI.
Project group member	Karen Riskær Jørgensen	FSU, LAW
Project group member	Maj Britt Aronstein	ICMM, SUND
Project group member	Vivian Tos Lindgaard	Head of section, ISM, HR
Project group member	Anna Vind	THEO
Project group member	Hanne von Wowern	KU KOM, FA

Working Group – language and education

Role	Name	Organisational unit
Chair	Jens Erik Mogensen	Associate Dean for Education, HUM
Secretariat	Hedvig Gyde Thomsen	US, FA
Project group member	Sanne Larsen	CIP, HUM
Project group member	Kim Splittorff	VILO, SCIENCE
Project group member	Karen Rønnow	Director of studies, SCIENCE

Project group member	Heiko Henkel	Head of studies, SOC.SCI.
Project group member	Anne Lise Kjær	Head of studies/VIP, LAW
Project group member	Britt Tersbøl	Head of studies, SUND (Medicine/Public Health science)
Project group member	Peter Birkelund Andersen	HSU - B side
Project group member	Trine Sand	Head of section, US

The external advisory group:

Name	Position	Faculty
Alesia Ann Zuccola	Associate professor	HUM
Ana Filipa Correia da Silva	Postdoc	SCIENCE
Ana Raquel Benetti	Associate professor	SUND
Asli Silahtaroglu	Associate professor	SUND
Ekatherina Zhukova	Postdoc	HUM
Elif F. Üçok	PhD	SCIENCE
Florian Wöller	Associate professor	THEO
Heloisa Nunes Bordallo	Associate professor	SCIENCE
Katerina Trepekli	Postdoc	SCIENCE
Krishnachandra Sharma Hidangmayum	PhD	SCIENCE
Marcel Bogers	Professor	SCIENCE
Natália da Silva Perez	Postdoc	THEO
Ramune Jacobsen	Assistant professor	SUND

Victoria Helen Southgate	Associate professor	SOC.SCI.
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